CHMN523
WORSHIP: WORD AND MUSIC
FALL SEMESTER, 2015
November 1 – November 5, 2015

GENERAL CLASS INFORMATION

Class acronym: CHMN523
Class name: Worship: Word & Music
Semester & year: Fall Semester, 2015
Credits offered: 3
Class location: Burman University
Class time/day: **Sunday, 5:00 - 8:00 p.m.**
**Monday – Thursday, 8 a.m. – 12; 1:30 p.m. – 6 p.m.**

INSTRUCTOR CONTACT DETAILS

Instructor: Nicholas Zork MA
Telephone: 317-979-8651
Email: nickz@andrews.edu

CLASS DESCRIPTION

**CHMN523 Worship: Word and Music**
Explores the theology of worship and the interrelatedness of preaching, music, worship environment and other elements of corporate worship. Various worship styles and practices are considered and principles are presented that guide worship within local contexts.

This course is an introduction to the theological vision and practices of Christian worship and worship music. It focuses on pastoral leadership in worship ministry and the central issues involved in effective worship leading and planning. Within the broader context of worship ministry, special emphasis is placed on music’s role in diverse worship contexts.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.
MA in Pastoral Ministry (in) Program Outcomes (PO)

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrate capability of empowering church members for leadership.
6. Capable of reaching specific social groups.

Student Learning Outcomes (SLO)

The student should be able to:

1. Develop greater personal biblical and spiritual growth.
2. Develop an operative definition of worship.
3. Situate current Adventist worship practice and theology within the broader history and theology of Christian worship.
4. Develop a theology of worship that is biblically rooted, Christ-centered, distinctively Adventist, and incarnationally responsive to current ministry contexts.
5. Consider how worship and worship leaders can communicate and embody the Gospel, attend worshipers to God, and encourage transforming congregational participation.
6. Understand the importance and centrality of corporate worship to the mission and ministry of a congregation.
7. Understand the tasks required for liturgical leadership in a variety of liturgical styles.
8. Discern principles from the Bible and the Spirit of Prophecy regarding the nature and role of worship music, addressing contemporary needs and issues.
9. Explore practical issues related to music ministry in worship, including the following: leading congregational song, the relationship between pastors and church musicians, and planning contextually relevant worship music that is pastorally sensitive and theological sound.
10. Identify one’s own historical point of reference for worship evaluation.
11. Develop a methodology of pastoral liturgy that reflects on current praxis, evaluates it using historical, theological and ritual models, and reappraises the praxis.
12. Explore how creative changes in worship practices can be accomplished with congregational unity intact.
13. Explore the relationship between ritual art, pastoral ministry and the life of faith.
14. Consider various biblically rooted models for understanding the nature of God’s presence in corporate worship.
15. Develop tools that can help us better interpret the worship event and plan worship with greater theological integrity. Everything in worship – our signs, sounds, words and gestures – mirrors and models what we believe. This course offers resources to help us ensure that the meaning of our worship event is truly congruent with our central theological convictions.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Pre-session</td>
<td>At the student’s discretion</td>
<td>8 hours of guest lectures, listed in Moodle, to be viewed online (and discussed in class)</td>
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<tr>
<td>Sunday 11/1/15</td>
<td>5:00 p.m. – 8:00 p.m.</td>
<td>Worship Ministry: Historical Roots and Current Contexts</td>
<td>1. Liturgy Description and Evaluation Paper (inPO 1-2, 4-5; SLO 1-2, 4-9, 11, 13, 15) \n2. Worship Planning Project I (inPO 1-2, 4-5; SLO 1-13, 15)</td>
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<tr>
<td>Monday 11/2/15</td>
<td>8:00 a.m. – 10:00 a.m.</td>
<td>Theology of Worship: Christology, Pneumatology, and Ecclesiology</td>
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<td>10:00 a.m. – 12:00 p.m.</td>
<td>Liturgical Theology: The Importance of Praying What We Believe</td>
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<td>1:30 p.m. – 4:00 p.m.</td>
<td>Sacraments and Sacramentality: How is God Present in Worship?</td>
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<td>4:00 p.m. – 6:00 p.m.</td>
<td>Distinctively Adventist Theological Perspectives on Worship</td>
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<td>Tuesday 11/3/15</td>
<td>8:00 a.m. – 9:00 a.m.</td>
<td>Worship Ministry in the 21st Century: Contextual Ministry with Theological Integrity</td>
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<td>9:00 a.m. – 10:00 a.m.</td>
<td>Worship as Ritual Art: Ritual Description and Exegesis</td>
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<td>10:00 a.m. – 12:00 p.m.</td>
<td>Worship Vocabulary: Sound, Symbol, Space, Gesture, Word, Table and Ritual Structure</td>
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<td>1:30 p.m. – 6:00 p.m.</td>
<td>The Ritual Art of Worship Planning and Leading: Theology in Practice</td>
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<td>Wednesday 11/4/15</td>
<td>8:00 a.m. – 10:00 a.m.</td>
<td>Contemporary Issues: Media, Technology, and the Relationship between Worship and Culture</td>
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<td>10:00 a.m. – 12:00 p.m.</td>
<td>Multicultural Worship Ministry: Foretaste of Glory Divine</td>
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<td>4:00 p.m.</td>
<td>Worship Music Ministry: Historical Roots and Current Contexts</td>
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<td>6:00 p.m.</td>
<td>The Story of Adventist Worship Music: From Camp Meeting Hymns to Present Pluriformity</td>
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<td>10:00 a.m.</td>
<td>The Power of Worship Music: How and What Does Music Mean?</td>
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<td>12:00 p.m.</td>
<td>The Nature and Purpose of Music in Worship: Wisdom from Scripture and the Spirit of Prophecy</td>
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<td>3:00 p.m.</td>
<td>Beyond Worship Wars: Introducing Change that Encourages Renewal in Worship and Unity Among Worshipers</td>
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<td>4:30 p.m.</td>
<td>Collaborative Planning: The Roles of the Pastor, Church Musicians, Worship Ministry Team, and Worship Committee</td>
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<td>6:00 p.m.</td>
<td>Contemporary Issues: Popular Styles, Cultural Diversity, and Vocal Disempowerment</td>
<td>Self-Evaluation (inPO 1-5; SLO 1-15)</td>
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**Thursday 11/5/15**

**Friday, November 20, 2015**  Worship Planning Project II (inPO 1-2, 4-5; SLO 1-13, 15)

**Friday, December 4, 2015**  Worship Planning Project III (inPO 1-2, 4-5; SLO 1-13, 15)

**Friday, December 18, 2015**  Theology of Worship Statement (inPO 1-5; SLO 1-15)
TEXTBOOKS, RECOMMENDED READINGS AND SELECTED BIBLIOGRAPHY

Required:

1. Read the following book prior to the start of the intensive in preparation for Worship Planning Projects, Theology of Worship Statement and Self-Evaluation:

2. Choose one of these books to read prior to the start of the intensive in preparation for Worship Planning Projects, Theology of Worship Statement and Self-Evaluation:

3. Read all of the following articles (available on the InMinistry’s course page/Moodle) prior to the start of the intensive in preparation for Worship Planning Projects, Theology of Worship Statement and the Self-Evaluation:
   - Fortin, Denis. “Ellen G. White’s Theology of Worship and Liturgy.”

Recommended:

1. Students are encouraged but not required to read an additional book from this list:

2. The selected bibliography below provides further reading that may be useful, depending on your particular ministry needs and interests.

Selected Bibliography:

**Cultural Diversity in Worship**


**History of Christian Worship and Worship Music**


**Music, Worship, and Theology**


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SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY


**Ritual Studies**


**Sacraments and Sacramentality**


Theology of Worship & Liturgical Theology


Worship Ministry


Credit-Hour Definitions
A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for This Class

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<tr>
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<th>Hours</th>
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<tr>
<td>Lecture and Discussion</td>
<td>45</td>
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<td>Reading</td>
<td>30</td>
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<tr>
<td>Liturgy Description and Evaluation Paper</td>
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<tr>
<td>Worship Planning Project I</td>
<td>12</td>
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<tr>
<td>Worship Planning Project II</td>
<td>12</td>
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<tr>
<td>Worship Planning Project III</td>
<td>12</td>
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<tr>
<td>Theology of Worship Statement</td>
<td>12</td>
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<td><strong>Total</strong></td>
<td><strong>135</strong></td>
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Criteria for Grades (2-3 credits)
- Critical engagement with course material. Demonstrate that you have critically read the required reading and have thoughtfully processed classroom and Conference session discussions. You can only be graded on knowledge that is apparent in the assignments you submit. And you will only receive credit for your engagement with the specific material covered in this course. Be sure to explicitly refer to assigned reading and course discussions. Whenever referencing assigned reading, you must **indicate the author and page number(s)** – e.g., “(Doukhan, 17).” References to course discussions may be more informal – e.g., “The instructor noted that…”
- Creative integration of course material and ministry praxis. Provide evidence that you understand the relationship between course material and your worship ministry practices. Apply theoretical and theological material in a way that indicates pastoral sensitivity regarding the people you serve in a given context.
- Excellent language and grammar. There is an expectation that a person who holds a Master’s degree will have advanced written language skills, particularly in the language in which their Master’s was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek assistance from Andrews University’s writing lab or secure the services of a professional academic editor prior to the submission of their assessment.
- Evidence of focused and thorough attention to assignment guidelines. Assessment items in this course are designed to facilitate critical thinking about the central issues that shape worship...
ministry practice. Be sure to follow the guidelines provided and answer the questions asked. You cannot receive credit for writing that does not contribute, in a focused way, to the assignment.

**Passing Grades**

Students will receive a passing grade only if they attend at least 90% of class sessions. Please note that this is the minimum requirement for a passing grade. Higher grades will be based on better attendance. Extenuating circumstances must be discussed in advance with the course instructor.

**Assessment Submission**

Unless otherwise noted, all assignments are to be turned in through Moodle.

**Late Submission**

All late assessments will incur a loss of 10% per day.

**Grading Scale**

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<th>Points</th>
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<tr>
<td>100-93</td>
<td>A</td>
<td>79-77</td>
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<td>92-90</td>
<td>A-</td>
<td>76-73</td>
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<tr>
<td>89-87</td>
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<td>86-83</td>
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<tbody>
<tr>
<td>1. Self Evaluation</td>
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<tr>
<td>2. Liturgy Description and Evaluation Paper</td>
<td>30 points</td>
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<td>3. Worship Planning Project I</td>
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<td>4. Worship Planning Project II</td>
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<td>5. Worship Planning Project III</td>
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<td>6. Theology of Worship Statement</td>
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<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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1. **Self Evaluation**

Students will be asked to honestly evaluate their academic performance by answering the following questions: What percentage of the required reading did you complete? What percentage of the class sessions did you attend? How engaged were you in our class discussions? All students are not expected to contribute orally in the same way or to the same degree, but you should be actively processing the conversation in class as it is unfolding. Did you use class time to do other work (i.e., search the internet, etc.)?

Self Evaluation forms are available through Moodle and must be turned in on **Thursday, November 5, 2015** at the conclusion of the intensive.

2. **Liturgy Description and Evaluation Paper (7-8 pages)**

This paper consists of a detailed description and critical evaluation of liturgical practices outside the Adventist tradition. The paper must be based on a participant observation at a Christian liturgy in one of the following traditions: Anglican, Disciples of Christ, Episcopalian, Greek Orthodox, Mennonite, Pentecostal, Quaker, or Roman Catholic. You are not required to fully participate, but
you must be present during the entire liturgy. Remember to be a respectful guest. If you do take notes during the service, be discreet so as to avoid distracting other worshipers. Students who wish to attend a liturgy in a tradition not listed above need to request permission from the instructor. Be sure to read the instructions below before conducting your participant observation.

The paper must be 7-8 pages (double-spaced) and include the following details (for clarity, you are encouraged to use section headings):

i. Name and address of the church visited. Date of visit and name of the congregation’s pastor/minister/priest.


iii. Provide a detailed description of the liturgy. Briefly address as many of the following questions as possible, avoiding all evaluative comments: Who is present? How are they dressed? Where do they sit? What do you see? What do you notice about the architecture? What symbols are most prominent? What sounds do you hear? What is the music like? How is it used? What are the ritual actions and gestures of the worship leaders and worshipers? In what ways do worshipers participate? How is the liturgy structured? How much time is spent on each aspect of the liturgy? What words are emphasized? How is Scripture used? (2-3 pages)

iv. Then, evaluate the liturgy by addressing the following questions and giving specific examples: Is the liturgy participatory? How does the liturgy communicate and embody the Gospel? Does the liturgy emphasize vertical (God-worshiper) interaction or horizontal (worshiper-worshiper) interaction? What does the liturgy and liturgical space suggest about the relationships between worshipers, between worshipers and clergy, between worshipers and God? How clearly do the liturgical facets described above communicate and embody the congregation’s or denomination’s beliefs? (2-3 pages)

v. Briefly answer the following reflection questions: What one aspect of the liturgy did you most appreciate? Based on the reading you have done for this course, what is one way that the congregation might more clearly reflect their beliefs in the way they worship? What is one insight you have gained from your reading that this participant observation helped you to more fully understand? How might this experience change the questions you will ask about the liturgy in your own congregation? (2-3 pages)

This paper must be submitted through Moodle prior to the intensive, which begins on Sunday, November 1, 2015.

3. **Worship Planning Project I**

Plan and outline a Sabbath morning worship service for your congregation that focuses thematically on the **First Advent and Birth of Jesus Christ**. Describe the words, sounds, actions, gestures, and visual aspects involved in each element of the worship service order. Give reasons for your choices given the pastoral issues of the people involved as well as the theoretical material addressed in our course. **Refer to specific concepts discussed in course reading.** Knowledge about worship and music that was not explicitly covered in course reading and discussions will be helpful in your future ministry but will not be the basis of your grade for this assignment. You will be graded on
both the pastoral and theoretical dimensions of your work. Specifically, you will be assessed on your ability to integrate course materials in the pastoral art of worship planning and your explanations for each planning decision. Pay special attention to the way that each facet of worship (preaching, music, Scripture, symbol, gesture, order of service, etc.) reflects and embodies Adventist Christian beliefs.

This project must be completed and submitted through Moodle prior to the intensive, which begins on November 1, 2015.

4. Worship Planning Project II

Plan and outline a Sabbath morning worship service for your congregation that focuses thematically on the Death and Resurrection of Jesus Christ. Describe the words, sounds, actions, gestures, and visual aspects involved in each element of the worship service order. Give reasons for your choices given the pastoral issues of the people involved as well as the theoretical material addressed in our course. Refer to specific concepts discussed in course reading and class lectures. Knowledge about worship and music that was not explicitly covered in course reading and discussions will be helpful in your future ministry but will not be the basis of your grade for this assignment. You will be graded on both the pastoral and theoretical dimensions of your work. Specifically, you will be assessed on your ability to integrate course materials in the pastoral art of worship planning and your explanations for each planning decision. Pay special attention to the way that each facet of worship (preaching, music, Scripture, symbol, gesture, order of service, etc.) reflects and embodies Adventist Christian beliefs.

This project must be completed and submitted through Moodle by November 20, 2015.

5. Worship Planning Project III

Plan and outline a Sabbath morning worship service for your congregation that focuses thematically on the Second Advent of Jesus Christ. Describe the words, sounds, actions, gestures, and visual aspects involved in each element of the worship service order. Give reasons for your choices given the pastoral issues of the people involved as well as the theoretical material addressed in our course. Refer to specific concepts discussed in course reading and class lectures. Knowledge about worship and music that was not explicitly covered in course reading and discussions will be helpful in your future ministry but will not be the basis of your grade for this assignment. You will be graded on both the pastoral and theoretical dimensions of your work. Specifically, you will be assessed on your ability to integrate course materials in the pastoral art of worship planning and your explanations for each planning decision. Pay special attention to the way that each facet of worship (preaching, music, Scripture, symbol, gesture, order of service, etc.) reflects and embodies Adventist Christian beliefs.

This project must be completed and submitted through Moodle by December 4, 2015.

6. Theology of Worship Statement
Write a five-page statement in which you outline your theology of worship. Demonstrate how your theology of worship is biblically rooted and reflects Adventist theological priorities and distinctive doctrines. Excellent language and grammar are expected. But students will be graded primarily on their critical engagement with course material. Students are not expected to agree to with everything presented in the course. They are expected to explain the reasons why they agree or disagree with the theological visions of worship presented in course reading and discussions.

This project must be completed and submitted through Moodle by December 18, 2015.

CLASS POLICIES

Disability Accommodations
Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students with documented disabilities are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the University might reasonably accommodate them. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodation.

Class Attendance
“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

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Excused Absence
“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

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Because this course is an intensive and attendance is necessary to complete course assignments, it may not be possible to make up work and receive a passing grade. Please contact the instructor at the first indication of any scheduling conflicts.

Teacher Tardiness
“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

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Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

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My policy will be to give no credit for any assignment in which academic dishonesty was involved. The student concerned may also receive a failing grade for the course.
I. Gathering Liturgy
II. Discussion of Syllabus
III. Christian Worship
   A. Worship Ministry: Historical Roots and Current Contexts
      2. The Story of Christian Worship: Table Fellowship, Sabbath and Sunday Observance, and other Early Christian Practices
      3. The Story of Christian Worship: From Constantine to Camp Meeting
   B. Theology of Worship
      1. Theology of Worship: Christology, Pneumatology, and Ecclesiology
      2. Liturgical Theology: The Importance of Praying What We Believe
      3. Sacraments and Sacramentality: How is God Present in Worship?
      4. Distinctively Adventist Theological Perspectives On Worship
   C. Worship Ministry in the 21st Century: Contextual Ministry with Theological Integrity
      1. Worship as Ritual Art: Ritual Description and Exegesis
      2. Worship Vocabulary
         a. Sacred Sound
         b. Sacred Symbol, Space, and Gesture
         c. Word: Scripture and Preaching
         d. Table and Basin: The Lord’s Supper and Footwashing in Adventist Practice
         e. Ritual Structure and Ordo: Beyond “Frontier Worship”
      3. The Ritual Art of Worship Planning and Leading: Theology in Practice
      6. Integration and Application Exercises
IV. Music in Christian Worship
   A. Worship Music Ministry: Historical Roots and Current Contexts
      2. The Story of Adventist Worship Music: From Camp Meeting Hymns to Present Pluriformity
   B. Principles of Worship Music
      1. The Power of Music: How and What Does Music Mean?
      2. The Nature and Purpose of Music in Worship: Wisdom from Scripture and the Spirit of Prophecy
   C. Worship Music Ministry: Current Challenges and Opportunities
      1. Beyond Worship Wars: Introducing Change that Encourages Renewal in Worship and Unity Among Worshippers
      2. Collaborative Planning: The Roles of the Pastor, Church Musicians, Worship Ministry Team, and Worship Committee
      3. Contemporary Issues: Popular Styles, Cultural Diversity, and Vocal Disempowerment
V. Closing Liturgy

INSTRUCTOR PROFILE

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
Nicholas Zork is a worship leader, composer, recording artist, songwriter, and presenter on topics in theology, worship and the arts. He regularly leads worship, teaches, and performs at conferences and worship gatherings around the United States and abroad. Nicholas serves as director of the Andrews University Music and Worship Conference, which he founded in 2004. He is the editor of Best Practices for Adventist Worship, an email newsletter published by the North American Division. And he is the Minister for Integration, Worship and the Arts at Church of the Advent Hope in Manhattan. He also previously served as the Associate Pastor for the Glendale Seventh-day Adventist Church (2004-2007).

Nicholas received a BA in Music and Religion from Andrews University in 2003 and an MA in Theology with a concentration in Theology and the Arts from Fuller Theological Seminary in 2009. He is currently a PhD Candidate in Theology with a concentration in Worship and Culture at Fuller Theological Seminary. In his spare time, Nicholas enjoys playing soccer and discovering new restaurants (and he hopes these two activities will offset one another).